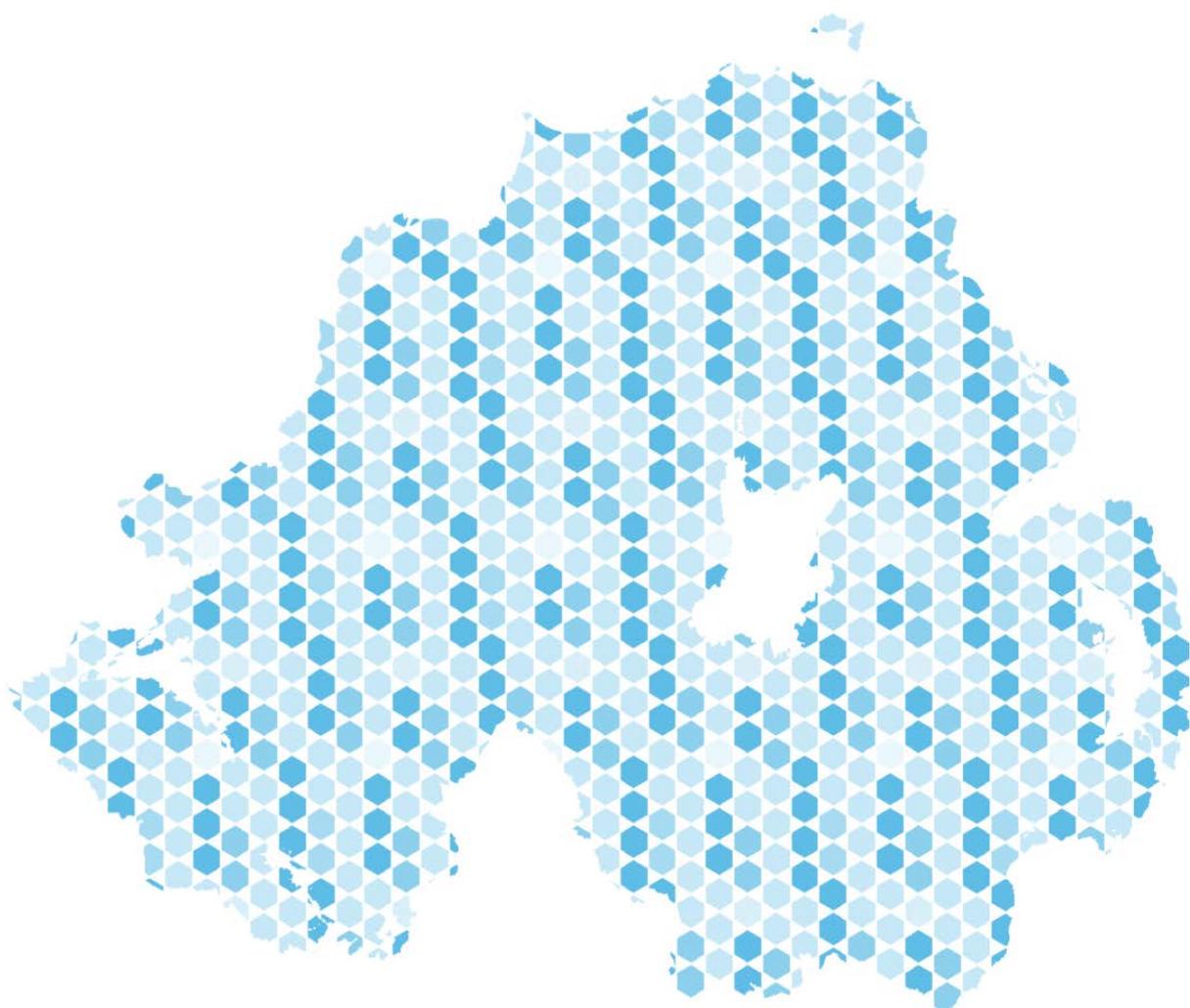


# PRIMARY INSPECTION 2014-15



Education and Training  
Inspectorate

Carhill Integrated Primary  
School, Garvagh, Co Londonderry

Report of an Inspection in  
May 2015

*eti*

*The Education and Training Inspectorate -  
Promoting Improvement*

Providing Inspection Services for

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure

CUSTOMER  
SERVICE  
EXCELLENCE



## Quantitative terms

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

## Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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## **1. Inspection method and evidence base**

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the Education and Training Inspectorate's (ETI) publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.eti.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with a representative from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

A small number of parents responded to the questionnaires and their responses indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted their appreciation of the caring, supportive atmosphere of the school and the sense of community. Two-thirds of the teaching staff completed questionnaires and their responses were mostly positive; they emphasised the quality of the working relationships across the school and the inclusive, welcoming and pastoral ethos. The ETI has reported to the principal and the chairperson of the board of governors the small number of issues emerging from the questionnaires.

## **2. Focus of inspection**

The inspection focused on:

1. the children's achievements and standards in numeracy, in particular, how the school is addressing low attainment and underachievement where applicable;
2. the quality of provision for numeracy in the school; and
3. the quality of leadership and management.

## **3. Context**

Carhill Integrated Primary School is situated halfway between the villages of Garvagh and Swatragh. Over the past five years, the school enrolment has more than doubled and currently stands at 66 children, all of whom come from within a 20-mile radius of the surrounding rural area. Three of the four classes are composite classes. At the time of the inspection, there were three temporary teachers, one of whom was part time. Thirty-nine percent of the children were entitled to free school meals (FSM) and 12% of the children had been identified as requiring additional support with aspects of their learning.

<b>Carhill Integrated Primary School</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Enrolment	26	32	53	66
% Attendance	96	97	99	98
% Attendance of those children on SEN register	96	99	99	99
FSME Percentage <sup>1</sup>	21	31	33	39
% of children on SEN register	23	16	13	12
No. of children with statements of educational needs	*	*	0	0
No. of newcomers	0	*	*	*

**Source:** data as held by the school.

\* fewer than 5

#### 4. Overall findings of the inspection

<b>Overall Performance Level</b>	<b>Good</b>
<b>Achievements and Standards</b>	<b>Good</b>
<b>Provision</b>	<b>Good</b>
<b>Leadership and Management</b>	<b>Good</b>

#### 5. Achievements and standards

- Almost all the children demonstrate good learning behaviours. They have positive attitudes to their work and they are confident, engage well with each other, and are respectful of their teachers. The children listen well in class and, when provided with stimulating and appropriately differentiated learning activities in most of the lessons, they engage effectively and demonstrate a developing independence. They enjoy paired and group activities and, from an early age, the children ask and answer questions with enthusiasm.
- The school's performance data shows that almost all children, including those who require additional support with aspects of their learning, progress well in English and mathematics in line with their ability or above expectation.
- Overall, the standards achieved by the children in mathematics are good; they understand key mathematical concepts and are successful in applying associated skills. They develop good mental strategies, using mathematical terminology with increasing accuracy. In most of the lessons observed, the children demonstrated a real enjoyment of mathematics. By key stage (KS) 2, the most able children apply competently a range of strategies, explain their thinking with confidence and can self-correct when appropriate. They also demonstrate flexible thinking in problem-solving and problem-posing tasks.

<sup>1</sup> The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

## 6. Provision

- In the most effective practice, in the majority of lessons observed, the teachers interacted well with the children and built appropriately upon the children's ideas and prior learning. Learning activities were well structured and had good pace and progression. The teachers used effective questions to challenge the children and encourage extended responses. In these lessons, the children were engaged fully in their work and made good progress in their learning. In the less effective practice, there was an over emphasis on lower level tasks which did not develop effectively the children's thinking and learning skills. Overall, the teachers need to give a higher priority to providing planned and structured opportunities for the children to reflect on and assess their learning.
- The teachers are in the process of developing the medium-term planning to promote greater continuity and progression across key curricular areas. In taking forward this important work, the teachers need to ensure the planning identifies clearly the intended learning and the differentiated activities to meet the wide range of ages and abilities in the classes.
- There is a variation in the marking of the children's work throughout the school. In the best practice, the teachers provide helpful guidance to the children on how to improve their work. The classroom assistant supports the children's learning very well.
- The children who require additional support in literacy and numeracy are identified at an early stage through teacher observation and assessment. The children gain self-confidence in their learning, and are involved in individual target setting, and evaluating their achievements. They are supported well through effective support sessions.
- In numeracy, across all key stages, the children experience a balanced coverage of number, shape and space, measures and data-handling. Mental mathematics activities are used as an enjoyable and challenging introduction to lessons to consolidate the children's previous learning and to promote their use of the associated mathematical language. In the foundation stage (FS), mathematics concepts and ideas are integrated well through play activities. As they progress through the school, there is an over emphasis on worksheet type tasks which do not always match closely enough the children's individual needs or provide opportunities for them to apply their mathematical knowledge and skills. By the end of KS2, there are appropriate opportunities for open-ended investigations and consequently, the children are challenged to explain their mathematical thinking and understanding. The teachers need to disseminate the best mathematics practice within the school more consistently across the key stages.
- The provision for pastoral care is a strength of the school. There is a caring ethos which is responsive to the needs of individual children. The promotion of positive behaviour is effective and the children have a wide range of opportunities to take on roles and responsibilities. The children enjoy the opportunities for the extra-curricular activities, including the information and communication technology (ICT) club, the outdoor club and sports, which develop well their personal and social skills

- The school gives very good attention to promoting healthy eating and physical activity, through for example, the focus on healthy breaks and the good range of sporting activities in which the children may participate, thereby encouraging the children to adopt healthy lifestyles.

## **7. Leadership and management**

- The acting principal and co-ordinators are committed to the welfare of the children, to the ongoing improvement of provision and to the development of the school within the community. Effective links have been established with parents, post-primary schools and local businesses to promote the school and enhance the children's learning experiences and transitions.
- A well-conceived and comprehensive school development plan has been developed because of appropriate consultation with parents, staff and children and the analysis of the school's performance data. There is a thorough process of assessment to track the children's progress and to put in place a range of appropriate intervention strategies. There is evidence that these interventions are having a positive impact on the children's learning and standards. The school improvement priorities are appropriate and focused on addressing underachievement and raising further the children's attainments in literacy and numeracy. The associated action plans need to have a clearer focus on specific teaching and learning strategies to help improve the consistency of the provision. The roles of the co-ordinators need to be developed further to ensure more systematic monitoring and evaluating of the effectiveness of the provision and the children's attainments.
- Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors provide scrutiny of the school development plan and appropriate levels of support and challenge for the principal. They have identified appropriately the need to engage directly with the key co-ordinators to inform them about progress against the school's action plans.
- On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements in place for safeguarding children. These arrangements reflect broadly the guidance issued by the Department of Education. The following area needs to be addressed, as identified by the school; to ensure the latest school policies for safeguarding, promoting positive behaviour and anti-bullying are reviewed and ratified by the governors. In discussions with the inspectors, the children reported that they felt very secure in school and knew what to do if they had any concerns about their well-being.
- It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.

## **8. Conclusion**

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated the capacity to address. These areas include the need to:

- improve the quality of planning, teaching and learning more consistently across the school;
- develop further the role of the co-ordinators with a greater focus on monitoring and evaluating the effectiveness of the provision within their areas of responsibility; and
- address the safeguarding issue as identified in the report.

The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the areas for improvement.

**Health and safety**

1. The perimeter fence is not robust and secure in places.
2. The raised footpath to the school is unstable and could present a trip hazard.

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